



Port Royal Elementary

1214 Paris Avenue
Port Royal, South Carolina

Grades	PK-5 Elementary School	
Enrollment	358 Students	
Principal	Kay Keeler	843-322-0834
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

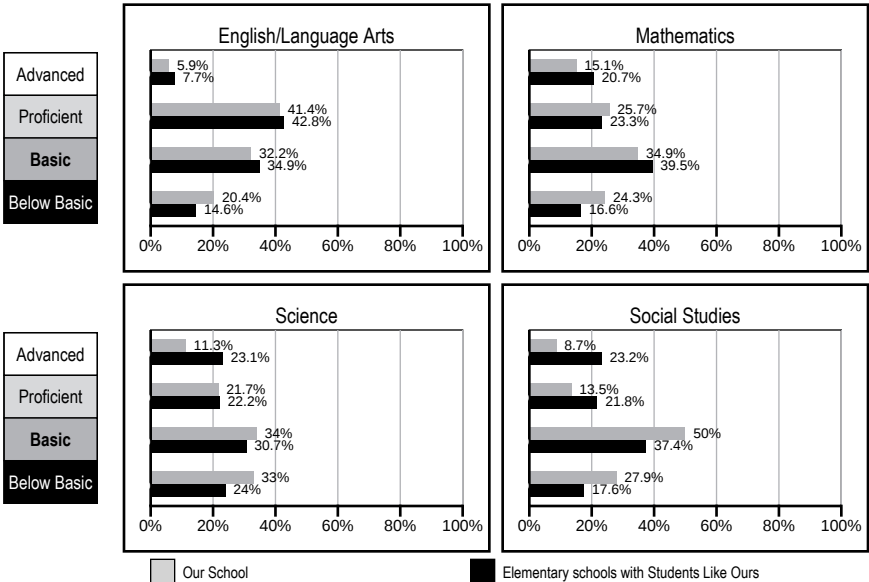
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	34	57	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=358)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	No Change	2.1%	2.3%
Attendance rate	97.8%	Up from 97.2%	96.4%	96.3%
Eligible for gifted and talented	0.6%	Down from 20.6%	14.7%	10.4%
With disabilities other than speech	6.1%	Down from 7.8%	7.0%	7.5%
Older than usual for grade	1.0%	Up from 0.4%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	52.0%	Up from 50.0%	58.8%	56.7%
Continuing contract teachers	76.0%	Up from 73.3%	79.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	75.5%	Down from 79.0%	89.3%	86.4%
Teacher attendance rate	94.1%	Down from 94.4%	94.9%	94.9%
Average teacher salary	\$46,773	Up 1.2%	\$46,302	\$45,345
Professional development days/teacher	16.0 days	Up from 11.7 days	12.9 days	12.6 days
School				
Principal's years at school	6.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.0 to 1	19.4 to 1	18.5 to 1
Prime instructional time	91.0%	Up from 88.9%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,829	Up 22.8%	\$6,455	\$7,052
Percent of expenditures for instruction*	73.6%	Up from 72.6%	69.4%	69.1%
Percent of expenditures for teacher salaries*	72.4%	Up from 70.7%	65.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The campus of the historical Port Royal Elementary School, founded in 1911, remains at the center of the Town of Port Royal. The small-town setting allows for learning to take place both inside and outside of the classroom. As an authorized International Baccalaureate Primary Years Programme (IB-PYP), PRES continues to be guided by the philosophy that education is for the whole child.

Attendance numbers fluctuated this year from three hundred and forty-six to three hundred and sixty-eight students due to military obligations, shifting economic situations, and the seasonal availability of rentals. These statistics remain in the forefront of plans, for this movement impacts all students enrolled.

Teachers met weekly while the SIC met monthly to discuss standards, data, and plans to help with student achievement. Certified teachers tutored daily after school, and intervention groups were pulled during the school day for reading and math. Teachers incorporated the instruction of reading with non-fiction books based on science and social studies standards. This year we were able to add a math/science coach to our staff. This offered coaching and modeling for the teachers with small group and one-on-one instruction with students. Teachers increased the number of science experiments in the classroom for hands-on learning. RIT Band Math groups were implemented three times a week, which afforded intense strategies to be used based on the level students scored on MAP in the different math areas. An early childhood interventionist worked closely with kindergarten students who had no prior schooling. Reading Recovery for first graders continued along with a literacy coach for part of the year. The arts were extended to class and individual projects based on social studies and science standards. Varieties of class set ups included single gender, looping, multi-age classes, and shared teaching among subjects. We will continue to analyze the data to meet the needs of the children and to decide to continue or discontinue strategies and programs as deemed by the findings.

Port Royal continues to thrive as a school with high parental involvement. Three school-wide celebrations for each grade level, one portfolio showcase, five family nights, monthly parenting classes, and two ESOL gatherings brought over 1,000 parents and community members to the school after hours. A school wellness/health committee utilized the community to bring awareness to healthy life styles. Mentoring by our feeder high school varsity football team, local businesses, and parents offered extra time for students to realize the value of citizenship and community connections.

The SIC created and implemented three Quiz Bowls based on the South Carolina standards as a way to review for PACT and to celebrate the mastery of standards and student achievement. The faculty, staff, and school improvement council will continue to follow the goals of the strategic plan in maintaining lower teacher-pupil ratio, intervention groups to compact learning and mastery of skills, a strong related arts program, and the IB-PYP to enhance learning and close achievement gaps. Next year we will have full-time math, technology, and literacy coaches and IB-PYP and Early Childhood coordinators. With parental and community support we will continue to raise expectations and assure that our children have the best educational journey mastering their skills, becoming more knowledgeable in and of the world, as we cover the steps to prepare them for the future, setting the goal for high school graduation and beyond.

Kay Keeler, Principal
Mitchell Pate, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	25	39	45
Percent satisfied with learning environment	92.0%	94.9%	86.7%
Percent satisfied with social and physical environment	96.0%	84.2%	86.0%
Percent satisfied with school-home relations	100.0%	92.1%	93.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	165	100	20.4	32.2	41.4	5.9	56.6	47.3	48.2	Yes	Yes
Gender											
Male	84	100	22.1	33.8	41.6	2.6	49.4	40.8	41.7	N/A	N/A
Female	81	100	18.7	30.7	41.3	9.3	64	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	101	100	19.1	28.7	45.7	6.4	63.8	65.1	60	Yes	Yes
African American	44	100	23.8	42.9	31	2.4	38.1	30.2	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	22	100	77.3	18.2	4.5	0	9.1	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	28.8	39.4	28.8	3	42.4	32.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	165	100	24.3	34.9	25.7	15.1	52.6	41.7	45.8	Yes	Yes
Gender											
Male	84	100	24.7	31.2	29.9	14.3	55.8	42.3	45.6	N/A	N/A
Female	81	100	24	38.7	21.3	16	49.3	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	101	100	20.2	29.8	29.8	20.2	60.6	60.6	59	Yes	Yes
African American	44	100	35.7	42.9	16.7	4.8	35.7	22.7	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	22	100	72.7	22.7	0	4.5	4.5	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	40.9	34.8	18.2	6.1	34.8	26.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	113	99.1	32.4	34.3	21.9	11.4	33.3	30.8	35.7	97.8	96.3
Gender											
Male	55	98.2	34	36	18	12	30	32.8	37.4	98	96.2
Female	58	100	30.9	32.7	25.5	10.9	36.4	28.7	33.8	97.6	96.4
Racial/Ethnic Group											
White	71	100	22.7	37.9	22.7	16.7	39.4	49.4	49.2	97.7	96.2
African American	30	96.7	57.1	21.4	21.4	0	21.4	12.7	17	98.1	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	97.8	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	97.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	99.9	96.1
Disability Status											
Disabled	15	100	80	13.3	6.7	0	6.7	11.7	14	97.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	98.4	96.7
Socio-Economic Status											
Subsidized meals	48	100	50	25	18.2	6.8	25	15.9	21.1	97.7	96.1

Social Studies

All Students	114	100	27.9	50	13.5	8.7	22.1	28	34	97.8	96.3
Gender											
Male	59	100	26.4	54.7	11.3	7.5	18.9	30	36.6	98	96.2
Female	55	100	29.4	45.1	15.7	9.8	25.5	25.8	31.3	97.6	96.4
Racial/Ethnic Group											
White	75	100	31.4	45.7	12.9	10	22.9	42.3	44.5	97.7	96.2
African American	28	100	23.1	61.5	11.5	3.8	15.4	13.4	19.1	98.1	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	97.8	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	97.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	96.1
Disability Status											
Disabled	17	100	64.7	29.4	5.9	0	5.9	10	14.4	97.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	98.4	96.7
Socio-Economic Status											
Subsidized meals	47	100	40.5	47.6	7.1	4.8	11.9	14.9	21	97.7	96.1

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	60	100	22.4	25.9	41.4	10.3	51.7
	4	37	94.6	24.2	36.4	39.4	0	39.4
	5	39	97.4	17.1	48.6	25.7	8.6	34.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	20.3	23.7	50.8	5.1	55.9
	4	62	100	19	37.9	32.8	10.3	43.1
	5	40	100	22.9	37.1	40	0	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	60	100	13.8	56.9	15.5	13.8	29.3
	4	37	94.6	21.2	36.4	18.2	24.2	42.4
	5	39	97.4	28.6	40	14.3	17.1	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	20.3	27.1	37.3	15.3	52.5
	4	62	100	25.9	37.9	15.5	20.7	36.2
	5	40	100	28.6	42.9	22.9	5.7	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	29	100	38.5	19.2	38.5	3.8	42.3
	4	37	94.6	42.4	36.4	15.2	6.1	21.2
	5	19	94.7	50	35.7	7.1	7.1	14.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	16.7	43.3	30	10	40
	4	62	98.4	40.4	31.6	19.3	8.8	28.1
	5	20	100	33.3	27.8	16.7	22.2	38.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	26.7	63.3	10	0	10
	4	37	94.6	24.2	48.5	18.2	9.1	27.3
	5	20	100	47.4	26.3	21.1	5.3	26.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	20.7	58.6	10.3	10.3	20.7
	4	62	100	24.1	51.7	17.2	6.9	24.1
	5	20	100	52.9	29.4	5.9	11.8	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample